

School No.: 565954

Quality Review Report (Translated Version)

Caritas Nursery School – Kennedy Town

**2/F of Block A, 1/F (Portion), M1/F (Portion) & 2/F of Block B,
Caritas Social Centre – Kennedy Town,
27 Pokfield Road, Kennedy Town, Hong Kong**

15, 16 & 18 October 2019

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2020)

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Dates of Quality Review: 15, 16 & 18 October 2019

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The leadership team is concerned about the school's development. It provides opinions in regard to the administrative management and development plan of the school, which helps the school tie in with the trends of kindergarten education so as to enhance its education quality continuously. The school keeps close liaison with the affiliated kindergartens under the sponsoring body. They co-organise a number of training activities regularly, such as joint-school teachers' development day and cross-school visits for teachers to share their experience in curriculum development, with a view to enriching their pedagogical knowledge and promoting their professional development. The school has set up a proper induction mechanism to help new recruits grasp the school's mission and education rationale, so that they can adapt to the working environment as early as possible. Teachers are conscientious and dedicated to their work, they collaborate together to facilitate the school's continuous development through effective communication and cooperation.
- 1.2 The school actively follows up the recommendations in the previous Quality Review. It has improved its administrative structure and strengthened internal professional exchange which is conducive to enhancing the effectiveness of curriculum management as well as learning and teaching. The school has developed a culture of school self-evaluation (SSE). All members of the team take part in SSE and bring the SSE principle into daily work. The management leads teachers to understand and apply the *Performance Indicators (Kindergarten)*. It makes use of evidence to assess the effectiveness of various work in an objective manner, and devises development focuses which are in line with the school context. Last school year, the school regarded facilitating children's physical development and enhancing teachers' abilities of leading project learning activities as the major concerns. The management leads teachers to gain deeper understanding of what they have learnt through implementing, reflecting on and improving the strategies in daily teaching, so as to further enhance the curriculum. This school year, the school's major

concern is to nurture children's affective development. With clear objectives, appropriate strategies, including providing teacher training, adjusting curriculum content and organising relevant parent-child activities are devised for the work plan. The work plan has undergone thorough deliberation. The school monitors the progress of the plan through interim review in a timely manner to ensure that the expected outcomes of the development plan could be achieved.

- 1.3 The school accomplishes the sponsoring body's mission of serving the community with care, and thus creates a caring and inclusive atmosphere in the school effectively. Teachers respect and accept children. They observe children's development patiently and understand their backgrounds, thereby providing them with appropriate care. The learning environment of the school is filled with mutual understanding and inclusive atmosphere, which helps children develop a sense of security so as to integrate into social life pleasantly. The school puts in place a clear mechanism to identify children with individual developmental needs. It arranges referral services for children in need and keeps liaison with external professionals to provide children and their families with appropriate support. The school values home-school cooperation and maintains close communication with parents. It invites parents to be volunteers and assist in organising activities. It also organises parents' day and lesson observation for parents to understand the school's education rationale. Besides, the school arranges diversified seminars and workshops for parents to strengthen their parenting skills. Parents have developed a sense of belonging to the school, they care about the school's affairs and support its development. The parent-teacher association assists the school in collecting and following up parent's views. Home-school cooperates with each other in order to foster children's joyful growth.

2. Learning and Teaching

- 2.1 The school makes reference to the teaching packages and designs an integrated curriculum with themes connecting all learning areas. There are regular project activities that guide children to observe things in everyday life, enabling them to explore according to their own interests and abilities, so as to develop their active learning abilities. The school attaches importance to children's moral development. By making use of different learning resources such as religious teaching materials and stories of moral education, the school guides children to develop positive values and attitudes. Children's good behaviour is also reinforced in reward programmes,

parent-child activities, etc. Children engage daily in individual, group and whole-class activities which nurture their comprehensive and balanced development in terms of knowledge, skills and attitudes. However, some K3 homework is rather difficult which requires further improvement.

2.2 Teachers assess children's learning performance during thematic teaching and project activities to continuously observe and analyse children's development in various areas. The favourite work selected by children themselves, along with other creative works done in different kinds of activities and teachers' commentaries serve as evidence of children's growth. At the end of every school term, teachers summarise children's learning progress. The assessment policy of child learning experiences is clearly defined with specific guidelines, whereas the assessment information is comprehensive, providing parents a clear picture of their children's learning performance regularly. The school collects parents' feedback in a timely manner which is conducive to home-school collaboration and children's all-round development. Teachers make use of children's assessment results to review and adjust teaching strategies so as to inform the school-based curriculum design and the sponsoring body's curriculum planning.

2.3 The representatives of the affiliated schools under the sponsoring body hold meetings on a regular basis. They plan the curriculum outline together, review and modify it in good time in light of children's life experiences and abilities. The school management leads teachers to take into account of the curriculum outline and children's learning needs when devising the school-based curriculum. By means of classroom walkthroughs, lesson observation and scrutiny of teaching documents, the management monitors the curriculum implementation. It also gives teachers teaching suggestions through curriculum meetings and daily sharing. Teachers review the teaching effectiveness through their teaching reflection and thematic review, etc. The school empowers teachers to unleash their potential by setting up a number of groups working on specific learning areas for them to take part in planning and evaluating the school-based curriculum work in each grade level. In addition, teachers are arranged with appropriate training and sharing activities to facilitate the team's professional exchange. The team is eager to seek advancement. Last school year, the school set enhancing teachers' abilities of conducting project activities and assessing children's performance as the major concerns in accordance with the curriculum review results. Through further studies and teaching practices, teachers continuously adjust the tools for child assessment and enhance their abilities

of observing children and reflecting on the teaching effectiveness, which helps analyse children's learning effectiveness and inform learning and teaching. The school's curriculum management mechanism is proper. The team follows up the curriculum review results so as to enhance the effectiveness of learning and teaching.

- 2.4 Another major concern formulated by the school in the previous school year was to facilitate children's physical development through enhancing teachers' skills in designing physical play activities. Teachers apply what they have learnt from training to modify the plan of physical activities in each grade level in light of children's development and abilities. The activity objectives are specific. In addition to skills training, teachers also design diversified physical play for children to select from. Teachers encourage children to play with peers while walking through and observing children's activities. Children are energetic and interested in the activities, they are engaged in a wide range of play activities. Children have sufficient physical exercises, they have developed a good routine and their social development is good. The school formulates a development plan this school year to purchase moral education teaching materials, arrange teacher training and parent education activities with a view to nurturing caring children. The school sets focuses for moral education to enrich the content of the school-based curriculum. It helps children practise good behaviour in daily life through classroom learning and parent-child activities.
- 2.5 Teachers care about children and often praise them. They are well-prepared for their teaching. To stimulate children's learning motivation, teachers make use of teaching aids, books, puppets, etc., to create a context related to everyday life. They also set up the teaching environment properly for children to engage in different play activities. Teachers collaborate with one another. They give clear instructions to children when leading activities in order to enhance the teaching effectiveness. Teachers walk through and observe the activity process, they cater for children's needs appropriately when necessary in order to support their learning. At the end of the activities, teachers review with children their experience and let them share the activity process and feelings while giving children feedback. Teachers respect learner diversity, they adjust homework and learning schedule as well as adopting strategies such as grouping and peer support to enable children to learn and grow at their own development pace.
- 2.6 The school makes good use of the space to exhibit children's work for them to appreciate one another. In light of the needs of curriculum development, the team

reviews and adjusts the space use flexibly for conducting different learning activities. The set-up of interest corners and the activity design meet children's abilities and interests, children are happy to engage in the activities. Teachers provide sufficient and diversified teaching aids. Children actively manipulate a variety of teaching aids during the sensory exploration to satisfy their curiosity in the process of observing and discovering. Children choose to imitate their favourite roles or invite peers to construct models, enjoying the fun of play. The school arranges mixed-age activities for children. Children take care of and share with their peers, showing good interpersonal interaction.

- 2.7 Children have developed a sense of belonging to the school, their learning attitude is good. They listen to stories attentively and respond to teachers' questions actively. Children get along harmoniously. They obey the rules with self-discipline. For instance, they follow teachers' instructions and tidy up their items during activities. After activities, they are willing to assist teachers in cleaning up the teaching materials, demonstrating the spirit of serving others.

3. Recommendations for Enhancing Self-improvement of School

The school has a well-established administrative and curriculum management structure. The team unites together to implement the school-based development strategies actively. The management leads the team to identify the school context and adhere to the school development vision of child-centredness in formulating appropriate plans and implementation measures through the cyclical SSE process of planning, implementation and evaluation, so as to enhance the effectiveness of education and care services. The management should lead the team to revise some of the K3 homework, and continue to rally their professional efforts in order to pass on the experience of curriculum development, with an aim of promoting the continuous improvement of the curriculum.